

Unit outcomes

Science outcomes

Spot the difference is a Stage 1 unit. Unit outcomes have been identified for Level 1 and Level 2 of the *National Scientific Literacy Progress Map*, allowing teachers to cater for the range of abilities in the second and third year of schooling. Summative assessment will need to take account of the levels of achievement expected for a cohort of students. Summative assessment of conceptual learning outcomes (c) occurs in the *Evaluate* phase and summative assessment of the investigating outcomes (i) occurs in the *Elaborate* phase.

Level 1

- c Identify everyday materials and their properties.
- c Observe and describe changes to the properties of everyday materials.
- i Follow directions to conduct a simple investigation about how materials can change.
- i Make and share observations.

Level 2

- c Compare the observable properties of everyday materials.
- c Describe how changing a material can change its properties.
- i Make and record observations and draw conclusions.
- i Identify basic elements of fair testing.

Literacy focuses

Spot the difference engages students in activities that reflect the mutually supportive relationship between science and literacy. Learning activities have been designed to introduce explicitly the literacy focuses and to provide students with the opportunity to use them as they think about and represent their understanding of science.

The interdependence of science and literacy is demonstrated throughout the unit when students participate in discussions, use talk to: inquire, report on observations, clarify understanding and reflect on experience. The use of oral, written and visual language to relate science to students' personal worlds is another important aspect.

The literacy focuses identified for *Spot the difference* are:

- science journals
- word walls
- annotated drawings
- word chains
- tables
- drawings.